

**The
Metuchen Public Schools
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BASE LINE DATA

FOR

DISTRICT BUDGET PREPARATION

2015-2016

SCHOOL YEAR

Board of Education Meeting of January 29, 2015

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INTRODUCTION

The budget is recommended for approval to the Board of Education after a lengthy process of review, research, and analysis. Public meetings from December through March provide Board of Education members and Borough citizens the opportunity to receive information from administrators and to ask questions or offer input on specific budget areas.

With the district's adherence to a strict timeline mandated by the State Department of Education, the process continues through mid-March when the budget is presented to the Board at a formal budget hearing. After the hearing, the budget is sent to the County Office of the Department of Education (DOE) for a mandatory review by the Executive County Superintendent and Business Administrator.

A review of base line data is done during the early part of the annual budget development process. It includes information about each school's program, student population trends and the full-time equivalents (FTE) of certified and non-certified personnel.

Healthy, Safe, Engaged, Supported, and Challenged. These are ASCD's Whole Child tenets. They are also the organizing principles for Metuchen's district goals. The Metuchen Public School District endeavors to ensure that all children become responsible citizens, well-prepared to achieve success in a global economy. The district educates over 2140 students and proudly represents a highly supportive and involved community in suburban central New Jersey. Moss School houses the central offices and our preschool and kindergarten students. Campbell School is home to our first through fourth grade students. Edgar Middle School is proud to host the district's fifth through eighth graders. The flagship of the district is Metuchen High School, home of the Bulldogs.

The district's mission statement conveys our unwavering commitment to excellence for all of our students: "The Metuchen Public School District will provide all students with a safe and nurturing environment in which to foster academic, social, and emotional growth. The district is committed to allowing every student to develop to their fullest potential by providing a strong foundation of skills based on academic excellence and high performance standards. The district expects all students to achieve the standards at all grade levels. The district will provide a curriculum which is fully inclusive and recognizes the high expectations of the community."

At Moss School, we offer an extended day half-day kindergarten program. This extended time has been solely dedicated to literacy instruction. The Common Core Problem Solving initiative has enabled the teachers and students to embrace social-emotional learning in an academic environment. The faculty and students at Campbell School have centered the teaching and learning around balanced literacy and math workshop, best practices geared for maximum student achievement. Innovations in scheduling to enhance the teaching-learning process, and a focus on character education, are trademarks of the school. Edgar Middle School's dedicated faculty members work tirelessly to close the achievement gap and ensure success for all students. Edgar teachers have been pioneers in instructional use of technology including a "bring-your-own device" pilot. In addition to a focus on increasing the AP offerings and enrollment, Metuchen High School has created a college-going and a college-completing culture where efforts are always ongoing to ensure success beyond graduation. There is something for everyone at Metuchen High School: art, music, clubs, sports, and of course, great academics.

The district goals are centered on ASCD's Whole Child tenets: Healthy, Safe, Engaged, Supported, and Challenged. Great emphasis is placed on "excellence for all," where each and every student is valued and his/her unique strengths and interests are developed.

The Metuchen Public School District is attractive to families and prospective employees alike. Strong academics are supported by the community, including a highly engaged Board of Education. Furthermore, we are committed to hiring the best and brightest educators to ensure student success. The district is dedicated to providing an environment in which our students are Healthy, Safe, Engaged, Supported, and Challenged. We embrace the use of instructional technology to support the educational mission, and we value a variety of co- and extracurricular activities to engage the whole child, all while being fiscally-responsible to the community.

For additional information about the Metuchen Public School District, please visit www.metuchenschools.org. Follow Superintendent Vincent Caputo on Twitter @MSD_Caputo and Like Us on Facebook (Metuchen Public School District).

Moss School

Moss School houses a kindergarten and a special needs pre-school program. Children at Moss School enjoy a safe environment where academic achievement and a cheerful atmosphere open the door to a successful school career. There are six half-day sessions of kindergarten at Moss School. School programs promote developmentally appropriate expectations to enhance the potential of each child.

Learning expectations for literacy are the development of reading strategies, letter recognition and sounds, high frequency words and basic sentence structure. Additionally, students will begin to develop the skills to enable him/her to think logically, strategically and creatively, express ideas and apply a basic, core problem solving model to attempt to solve both academic and social problems. The language arts are integrative, interactive ways of thinking that develop through reading, writing, speaking, listening, viewing and problem solving.

The core problem solving model introduced through literacy classes is also integrated into the math class. When multi-step math problems are presented, students are challenged to transfer their problem solving skills in new and different contexts. In Mathematics, students focus on numeration, ordering and patterning. Math skills are reinforced through an integrated approach where children work in a whole group to share ideas and to problem solve. Topics that assist students in achieving these goals include identifying numerals 0-31, telling time to the hour, measuring units, identifying patterns and performing math computations for numbers 0-9.

Like in literacy and in math, the core problem solving process is applied to guide student inquiry and to introduce the scientific method to discovering new knowledge. In Science, students focus on biology by studying the life cycle of the butterfly and by learning about their own bodies through a variety of songs and activities. Early elementary physics includes an introduction to the concept of push and pull.

The main focal point of the Social Studies program is the development of students' social problem solving skills. This is accomplished through the teaching and learning of the common core problem solving approach which students internalize and attempt to apply to social situations and academic problems as well. Good manners are reinforced every day and that includes being "good neighbors." The good neighbor concept is manifested in the ongoing "Tuggles" program where games and stories highlight conflict resolution with Tuggles the Peacemaker Bear.

In addition to these core subjects, there are many other opportunities for personal and academic growth. Moss has incorporated a mobile iPad lab in which students practice their literacy and math skills through fun and engaging apps at the iPad center. Teachers use classroom iPads and Smart Boards to design and develop class projects and to assist with special needs students. Health and safety lessons focus on hygiene and what to do if approached by a stranger. The School nurse and a local police officer provide this instruction. Special subject teachers provide art, music, library, and physical education. Programs available for kindergarten children with special needs include speech therapy, small-group academic reinforcement, English Language Learners and in-class support.

Moss School houses the Metuchen Intervention Pre-School Program (MIPP). This program is for children between the ages of 3 and 5 who have been identified as having specific needs which can be corrected or lessened when addressed at an early age. A half-day Resource Room is offered to children who have moved up to kindergarten from the MIPP program and need additional help in early learning foundations. If needed, students in MIPP and the Resource Room are provided with speech therapy and occupational and physical therapy. Moss School provides regular education inclusion opportunities for its MIPP students. The district has entered into a sending relationship with Community Nursery School, providing an integrated pre-school program 2 days per week.

The Metuchen community is involved in Moss School. The PTO plans a variety of assemblies which enrich our curriculum and their financial support enables us to purchase additional supplies and equipment for the classrooms, such as the school's iPads Lab. Class parents are regular visitors who assist in activities and celebrations in the classrooms. Giving all of our young students a nurturing environment and "**A Great Place to Grow**," is the focus of the combined efforts of our staff, students, parents, community members and community organizations to ensure that all students maximize their potential.

Campbell School

Campbell Elementary School houses 659 students in grades one through four. A wide variety of programs and experiences are provided for our children in a warm, nurturing, and supportive environment. The goal of the Campbell School community is to meet the needs of every student using various strategies: differentiation of instruction, offering project-based interdisciplinary instruction, and setting high standards for both the students and teachers. We are dedicated to the concept of inclusion and to the infusion of technology. The staff and parents of Campbell School have an unyielding commitment to learning.

Classes in grades one and two are self-contained and heterogeneously grouped while students in grades three and four are heterogeneously grouped in all areas except mathematics where they are grouped by achievement. Language Arts Literacy and Mathematics follow a workshop model that utilizes the Gradual Release of Responsibility instructional framework. This addresses instruction through whole group instruction, small group guided instruction, center work, and independent learning experiences. The implementation of the workshop model in both Math and Language Arts Literacy follows the research from leading experts in the field. The Language Arts Literacy classes reinforce phonics, spelling, writing, reading, and oral language as integral parts of the program and are often incorporated into other disciplines such as science, math, and social studies. Mathematics classes implements the latest innovations in instruction through both technology and the use of math manipulatives. At Campbell School our efforts center on ensuring that we meet the needs of our learners by differentiating all instruction to reinforce or enhance their learning experiences. This is being accomplished through the implementation of a three-tiered Response to Intervention model for both reading and mathematics. Additionally, Campbell offers a whole school enrichment and Gifted & Talented model to challenge the first and second grade children to think out of the box, while the identified children in grades three and four engage in individualized learning based on their talents and interests.

All Campbell students receive instruction in art, music, physical education, library/research skills, computers, and world language (Spanish) by highly qualified teachers. Third and fourth graders also engage in a hands-on, minds-on science class that enhances their learning in a laboratory environment. Additionally, the school offers supplemental instruction for students in need of assistance or acceleration in specific areas of the curriculum. Programs are available for children with an IEP (Individual Education Plan), ESLs (Eligible for Speech Language Services), ELL (English Language Learners), Resource Center Instruction, and In-Class Support.

Several after school or lunch time activities and clubs are offered which support the diverse experiences provided our students here at Campbell School. These include The Campbell Scoop (newspaper club), Chorus, Band, Orchestra, Physical Development Gym Club, Student Council, Chess Club, Homework Helpers Club, the School Store, Drama Club, Art Club, Breaking the Chain Club, Computers Club, and the Robotics Club.

We at Campbell are very fortunate to have a very active and supportive PTO. With their assistance, the students learn from and enjoy a variety of curriculum enriching/cultural arts assembly programs. Moreover, their financial generosity helped the school purchase an additional Google Chromebook cart with 24 Chromebooks to help enhance the instructional experiences of students in grades one and two, as well as purchase additional supplies and equipment for the teachers and students.

Campbell School believes that it is our duty to provide every child with a myriad of opportunities to acquire knowledge. Education should be provided in an environment where each child is afforded the chance to learn and grow to the best of his or her ability in a climate where caring and respect are shown by and for everyone. It is the goal of the school community to work together with shared expectations in an effort to create a safe, positive, and cooperative learning environment dedicated to educating the whole child thus making Campbell ***"A Great Place to Learn"***.

Edgar Middle School

The school's motto, "***Learning in a Caring Community***" sets a positive tone for our middle school staff and students. All aspects of school life focus on the students' academic, emotional, and/or social growth and development. Edgar Middle School offers its students a challenging and enriching educational experience. The overall school program has been developed to support academic achievement and promote social development for middle school-aged children. Within the classroom and beyond, we challenge all students to recognize their talents and maximize their potential. An important strength of Edgar Middle School is the vision shared by staff and administration alike that students are to be nurtured and cared for, yet challenged to grow and mature. This child-centered focus is clear within the school community and is closely aligned to the Metuchen School District's Whole Child Initiative.

This philosophy of our middle school continues to be the guiding and driving force behind our whole school initiatives. Each year we dedicate our efforts to a particular pedagogical area to support the academic growth and development of our middle school aged children. Along with targeted professional development to assist teachers with the implementation of these pedagogies, administrative and supervisory efforts maintain these areas of emphasis through formal classroom observations. Additionally, through our peer observation program along with a collaborative clinic model, staff members dialogue with their colleagues about what they observed in each other's classrooms. These school-wide initiatives have provided an on-going and sustained learning community in our middle school. Through the extended efforts of our staff, we have advanced the academic growth and development of our students.

Edgar Middle School offers a comprehensive program to students in grades five through eight. The academic program presents challenging learning experiences in core subjects which include English Language Arts, Mathematics, Science, Social Studies, and World Language. The core subjects are enhanced with a cycle program which offers enriching courses in areas such as Art, Music, Computers/Technology, Industrial Arts, and Life Studies. A daily program of Health and Physical Education supports the physical development of our middle level students. Students can also participate in an extensive music program which includes ensemble performance groups in band, orchestra, and chorus. Individual lessons and regular sectional lessons are provided to all participants.

Edgar Middle School also promotes the social development of our students. In order to assist our students in developing appropriate friendships and resolving conflicts, we have implemented a strong Bullying Prevention Program. Each year, a series of age- appropriate workshops are developed and implemented for our students which will assist them in recognizing and addressing bullying behaviors including cyber bullying, and provide strategies for conflict resolution. These are important aspects in the social development of our middle-school aged children. Our efforts provide instruction, support, and resources for our students to promote positive social interactions amongst our students.

The vision that we share for our students along with the committed efforts of our staff have allowed Edgar Middle School to grow and enrich the lives of the members of our school community. The overall school program supports academic achievement and social development. Our middle school provides students with a positive and nurturing learning environment where they can grow academically, emotionally, and socially thereby ensuring Edgar School's students will "***Learn in a Caring Community***".

Metuchen High School

Metuchen High School is a comprehensive secondary school that includes students in grades nine through twelve. The direction of its curriculum is overwhelmingly college preparatory, given the high percentage of students who matriculate to institutions of higher learning each year. Every department offers sequences of study that best accommodate the varied needs of our students. Included in the curriculum are 21 courses designated as Honors, of which 17 are also registered with the Educational Testing Service (ETS) as Advanced Placement offerings. In addition, MHS has a very successful Inclusion Program as part of every major subject area and recently has offered online courses to a limited number of highly motivated students through its membership in the Virtual High School (VHS) Global Consortium. Currently, Metuchen High School provides up to 25 seats per semester for students to take Virtual High School courses. For the 2014-2015 school year, 21 seats have been filled for the fall and spring semesters. Over the course of the year, 24 different classes will be taken. Five students are taking AP courses.

The High School is very proud of its small school environment. It is difficult for any student to go unnoticed and "fall through the cracks." The staff is committed to providing a quality education for all pupils. Our students consistently have excelled on most standardized testing measures such as the National Merit Scholarship Program (PSAT/NMSQT), the Scholastic Aptitude Testing (SAT) Program, American College Testing (ACT), Advanced Placement (AP) Testing, and the New Jersey High School Proficiency Assessment (HSPA). Each year, over 90% of the senior class moves on to two- and four-year colleges; many are accepted into some of the very best colleges and universities in the country.

Metuchen High School offers a very extensive, diverse co-curricular activities program. The interscholastic athletics program alone consists of 21 varsity sports in three seasons with a large majority of the student body participating. In addition, there are 19 school organizations and 18 clubs. Activities include marching band, student government, class organizations, academic teams, honor societies, school publications (yearbook, newspaper, and literary magazine), vocal and instrumental music groups, exciting drama productions, and a variety of clubs. Clearly school sports, organizations, and clubs play a major role in the lives of the students who participate in these enriching activities.

In 2009, Metuchen High School completed a two-year self-study and evaluation process through the Middle States Commission on Secondary Schools. The high school followed the **Accreditation for Growth** protocol which identified objectives and action plans that will be implemented over the course of the next five years. These objectives include a commitment to improving HSPA scores and promoting community service and career awareness among our students. The Commission on Secondary Schools of the Middle States Association of Colleges voted to grant accreditation to Metuchen High School until the year 2016. Currently, the MHS staff is making progress on their objectives.

The emphasis on technology continues to be a primary goal at the high school. Students and staff are using technology as an additional resource to enhance teaching and learning in the classroom. The school continues to explore new, relevant and innovative ways to embed technology into all aspects of curriculum, instructional strategies and student achievement.

Metuchen High School is proud of its students and staff. Through hard work, ongoing cooperation and real commitment to improve, MHS will continue to provide a high quality education in a sound, safe and nurturing environment. In this way we will continue to be "**A Footprint for Excellence.**"

SPECIAL SERVICES

The Office of Special Services supervises and coordinates all of the support and special education programs provided by Metuchen Public Schools. Included in these programs are special education, truancy, residency, and nursing services. A total of eighty eight staff members are assigned to the department. Most of these staff members are special education teachers and paraprofessionals who work directly with students in the classroom. The remaining staff are psychologists, social workers, learning consultants, speech therapists, behavioral consultants, school nurses, occupational and physical therapists, and other licensed professionals, providing support to the students in their educational programs.

A brief description of these programs follows.

SPECIAL EDUCATION

A full range of special education programs is provided by Metuchen Public Schools to meet the needs of children with educational disabilities. Metuchen continues to be in the forefront of the inclusion movement. The great strides that the district has made in inclusive education continue to be recognized at the local, state, and federal levels.

Metuchen High School provides programs for all disabilities with twenty seven in-class support sections, including classes in English, Social Studies, Spanish I and II, Algebra I, Algebra II, Geometry, Biology and Chemistry. The in-class support model allows special education and regular education teachers to co-teach in regular education classes. Resource center replacement classes (nine), as well as support and supplemental instructional classes, provide a wide range of programs and supports in which students can succeed. The department continues to offer on-line courses through its relationship with Educere, to those students requiring individualized, non-traditional education. To enhance prevocational training, selected students are able to participate in the double period Experience Based Community Education (EBCE) program. Through its printing business, EBCE develops prevocational skills in the areas of marketing, production, and customer services. Those students who progress in the program, generally in their junior and/or senior year, can be placed in a number of community based jobs, with or without job shadows.

Edgar Middle School provides inclusion programs in many regular education classes. Thirteen in-class support sections are currently offered. Placement in regular education classes can also be augmented through instructional accommodations and/or modifications provided by the regular class teacher and/or an instructional assistant assigned to the class. The middle school also offers resource center replacement classes (thirty two) for students who are in need of a small group instructional model. Specific attention is also provided at this level to the students who have behavioral or organizational needs. An emphasis has been placed on improving the students' skills in math and reading/language arts. Many of our resource classes in these areas are double periods. Last year, the district opened a self-contained class for autistic and multiply disabled students at Edgar School. The program is based in Applied Behavioral Analysis. Data is taken daily to chart student behavior and progress. The curriculum includes individualized academics, activities of daily living, community based instruction, and pre-vocational training.

Campbell School offers an inclusive setting to students who traditionally have had their educational program provided in segregated settings. Fifteen sections of in-class support are offered at Campbell School; as well as twenty three sections of resource center replacement classes. Through the use of special education teachers, regular education classroom teachers, area specialists in art, music, computers, library, etc., and the support provided by paraprofessionals, students with significant disabilities are educated with their non-classified peers. These students are able to make significant progress in their grade-level programs and have the

advantage of modeling the social skills and role models of non-classified children in their classes. Friendships and relationships are able to develop among all children in these inclusive settings. During the 2011-12 school year, the district instituted a self-contained class for multiply disabled and autistic students. The program allows the students to attend school in their home district and still be instructed using specific teaching techniques including Applied Behavioral Analysis. A full time behaviorist was hired to provide expert assistance to the teacher in this and other classes throughout the district.

At Moss School, the MIPP (Metuchen Intervention Pre-School Program) program for preschoolers offers disabled preschoolers educational services, speech training, occupational therapy, and physical therapy. This year, an additional half time teacher was added due to the additional number of students requiring services. The district now runs five half day sections of MIPP/Kindergarten at Moss School; although several students attend both sessions. Many of our disabled Kindergarten aged children attend the regular Kindergarten with para professional or teacher support. Most attend a regular Kindergarten class for half a day along with a half day Kindergarten Resource Center that mirrors the regular Kindergarten curriculum, but provides specialized techniques and materials to supplement the regular program. Several of our preschool students attend a typical preschool (Community Nursery School) two days per week and the district preschool program three days per week.

In all district schools, students requiring speech therapy, occupational therapy, and/or physical therapy have their needs met by appropriately certified/licensed personnel. Every effort is made to minimize the disruption of the school day in the delivery of these services.

A computerized IEP (Individual Education Program) system (Tienet) continues to be operative, enabling all the Child Study Team members to be networked for data information and development of student plans. This specialized database enables the Child Study Teams to have the tools necessary to remain in compliance with the special education code, make changes to the student's program immediately, with parent consent, and to generate numerous internal databases and reports quickly and accurately. All IEPs are now sent to teachers via e-mail. Our special education teachers, responsible for IEP driven progress reports and goals and objectives, have access to and are trained to input their information directly into Tienet.

Child Study Team

The district maintains Child Study Teams (CST) for each school, with four Learning Consultants, two full time School Psychologists, two full time School Social Workers, and two Speech and Language Specialists. These professionals are organized into teams to address the mandated needs of the students requiring special education, and to work with students and parents during the referral, identification, and assessment process.

All students in special education must be evaluated by one of the district's Child Study Teams prior to placement in any special education program. Before any testing or evaluation by the Child Study Team, the parent(s) must meet with the team and the student's teacher to ascertain what information is needed to determine any possible educational disabilities the child might have. The information might include parental information, teacher data, classroom observation, and/or individual student assessment by members of the CST. Parents have a right to provide the CST with any additional or supportive information which they might have.

Initial Child Study Team evaluations include a multi-disciplinary assessment in all areas of suspected disability, involving two or three members of the CST. Assessments can include a functional assessment of academic performance and, where appropriate, a functional behavioral assessment; an interview with the child's parents; an interview with the child's teacher; a review of the student's developmental/educational history, including records and interviews; a review of interventions documented by the classroom teacher; and other informal measures as needed (for example: student work samples, curriculum based assessment, and informal rating scales).

Each school has an Intervention and Referral Service committee (IR&S), chaired by the principal or designee, which develops strategies to assist pupils who are experiencing difficulty in the classroom. Written documentation of the interventions and their efforts are kept by the staff of the regular education program. State law requires that the parents be informed of the interventions attempted and that they receive a copy of the documentation.

The IR&S committee involves trained teachers, an administrator, and student personnel specialists who meet regularly with the principal to discuss concerns relating to students. Any staff member may refer a student to the IR&S committee. The student assistance counselor may participate in the IR&S committee in each school.

Each school also has a Section 504 team available. Section 504 refers to a part of the Rehabilitation Act of 1973. The primary purpose of the Rehabilitation Act of 1973 is to ensure that persons with disabilities are not discriminated against. With respect to education, this means that students with a documented disability, or a record of physical and/or mental impairment, or are regarded as having such an impairment that can be shown to substantially limit a major life skill such as walking, earning a living, or learning are entitled to reasonable accommodations. The difference between Section 504 and special education is that Section 504 is concerned with the avoidance of discrimination in access to learning, not remediation in learning. If the team determines that a student is eligible, a 504 plan is developed and implemented by teachers and school personnel.

Individual Educational Programs (IEPs) are formulated if a child is determined to be educationally disabled. A parent, the teacher, and a CST member meet jointly for the annual revision of the instructional program. A case manager is assigned to follow each child's progress and to ensure academic success through the IEP.

NURSING SERVICES

A certified school nurse is available full time in each of the schools. The nurses are available for administration of medication, routine medical assessments, review of mandated medical records, medical emergencies and illnesses during the school day. Only a school nurse may administer medication to a student, either prescription or over-the-counter. All medications must be in the original container and accompanied by both a physician's note and a written parental request. Staff having questions concerning medication or nursing services may discuss these concerns with their school nurse. A school physician is available in the district regularly for student health appraisals and athletic physicals. A student can choose to have their athletic physicals completed by their private physician.

SCHOOL COUNSELING & GUIDANCE SERVICES

The district provides school counseling services at Edgar Middle School and Metuchen High School. The middle school has two full-time counselors, and the high school has three full-time counselors. The school counseling staff is committed to supporting the academic and social-emotional growth of each student. Counselors assist students with problem solving, decision-making and the development of a greater self-awareness. The School Counseling program at the middle school focuses on supporting the early adolescent through social and academic transitions, and provides an early awareness of college and career planning. The School Counseling program at the high school emphasizes the development of student personalized success plans through conferencing focused on goal setting, course planning, career exploration, college planning and resume building.

The School Counseling & Guidance Department is committed to providing information and resources to students and parents. Email communication provides parents with up-to-date information on programs, events and valuable resources to assist them in supporting their child in the college and career planning process. Evening programs are held throughout the year to provide parents with information regarding the high school academic programs and various aspects of college and career planning, such as financial aid, the admissions process, college planning resources and more.

STUDENT ASSISTANCE PROGRAM

The Student Assistance Program is available to students in grades 5-12, although the Student Assistance Counselor (SAC) does visit the Elementary School once a week to provide support, as needed. The SAC provides information on drugs and alcohol, referrals for families seeking treatment, early intervention education, smoking cessation information, and communication skills group for the students in the district. Emphasis is placed on the prevention of problems, family involvement, and students may be referred to outside agencies for further evaluations or treatment.

The Student Assistance Counselor also participates in the Intervention & Referral Services Committee in each school and organizes special school-wide events designed to enhance school climate.

Special Services Personnel 2014-2015

TITLE	CENTRAL OFFICE	MOSS	CAMPBELL	EDGAR	MHS	OUT OF DISTRICT
Supervisor	1.0					
Learning Disability Teacher/Consultants		1.0	1.0	1.0	1.0	
Psychologists		.4	.6	.5	.5	
Social Workers		.4	.6	.5	.5	
Speech Therapists		1.0	1.0	0	.0	
In Class Support Facilitator		0	0	0	0	
Teachers		2.5	9.0	10.0	8.0	
Para Professionals		7.0	18.0	12.0	5.0	1.0
CST Secretary	1.5					
School Nurses		1.0	1.2	1.0	1.0	

Related Service Providers:

Paid per hour:

Occupational Therapist - \$75/per hour
 Speech Therapist - \$75/per hour
 Physical Therapist - \$88/per hour
 Behavioral/Autism Consultant - \$80/per hour
 Teacher of the Deaf - \$150/per hour
 Orientation and Mobility Specialist - \$125/per hour

Paid per case:

Neurologist - \$375 to \$650/per case
 Psychiatrist - \$250 to \$500/per case

Paid per annual stipend: School Physician - \$18,666

Enrollments:

Total District Enrollment: 2142

Total Special Education Enrollment: 316

Total Speech Services Only: 20

**In District
2014-2015**

School	Number of Special Education Students	Grades
Moss	28	Pre K and K
Campbell	73	1-4
Edgar	106	5-8
MHS	79	9-12
Home Instruction	0	
Out of district students	30	Pre K-12
Total special education	316	Pre K-12
Speech Services only	20	K-12
All students eligible for special education	336	K-12

Child Study Team Evaluations:

2013-2014

	<i>NEW REFERRALS</i>	<i>NEW CLASSIFIED</i>	<i>RE- EVALUATIONS</i>	<i>DECLASSIFICATIONS</i>
Pre K (ages 3-5)	22	9	8	2
Ages 6 - 21	61	41	71	2

ACTUAL STUDENT ENROLLMENT 1991-2014 as of October 15

YEAR	PRE-K MIPP	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
1991		136.0	142.0	142.0	139.0	109.0	117.0	116.0	116.0	102.0	112.0	115.0	122.0	1,583.0	
1992		143.0	129.0	136.0	147.0	142.0	114.0	126.0	119.0	109.0	100.0	107.0	119.0	1,597.0	
1993	7.0	167.0	149.0	134.0	144.0	146.0	144.0	124.0	120.0	119.0	116.0	109.0	112.0	120.0	1,711.0
1994	7.0	142.0	154.0	143.0	128.0	141.0	144.0	138.0	122.0	123.0	119.0	116.0	117.0	110.0	1,704.0
1995	9.0	117.0	140.0	143.0	139.0	129.0	144.0	147.0	145.0	122.0	118.0	122.0	116.5	110.5	1,702.0
1996	15.0	139.0	138.0	141.0	142.0	145.0	128.0	148.0	152.0	144.5	123.0	113.0	118.5	117.0	1,764.0
1997	15.0	106.0	169.0	135.0	137.0	138.0	140.0	124.0	143.0	154.0	143.5	122.0	114.5	115.5	1,756.5
1998	14.0	101.0	129.0	171.0	146.0	135.0	142.0	141.0	125.0	146.0	139.0	143.0	128.0	116.0	1,776.0
1999	8.0	109.0	122.0	120.0	174.0	152.0	139.0	138.0	151.0	131.0	148.5	140.5	141.5	121.0	1,795.5

YEAR	PRE-K MIPP	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
2000	15.0	131.0	123.0	124.0	123.0	175.0	148.0	143.0	139.0	153.0	139.0	149.0	139.5	141.5	1,843.0
2001	18.0	123.0	143.0	123.0	126.0	135.0	179.0	151.0	135.0	140.0	150.0	130.0	146.0	139.0	1,838.0
2002	14.0	114.0	143.0	147.0	125.0	128.0	141.0	175.0	146.0	133.0	126.0	154.0	132.0	146.0	1,824.0
2003	13.0	121.0	150.0	144.0	151.0	134.0	136.0	152.0	173.0	146.0	133.0	124.0	154.0	130.0	1,861.0
2004	18.0	110.0	153.0	146.0	146.0	151.0	137.0	138.0	155.0	179.0	150.0	135.0	123.0	151.0	1,892.0
2005	12.0	133.0	153.0	159.0	151.0	146.0	151.0	149.0	146.0	157.0	178.0	150.0	140.0	120.0	1,945.0
2006	20.0	120.0	160.0	157.0	163.0	152.0	146.0	155.0	148.0	144.0	164.0	180.0	164.0	138.0	2,011.0
2007	23.0	129.0	145.0	166.0	158.0	161.0	152.0	148.0	160.0	148.0	142.0	166.0	172.0	155.0	2,025.0
2008	19.0	134.0	157.0	145.0	169.0	159.0	169.0	158.0	154.0	158.0	144.0	138.0	165.0	174.0	2,043.0
2009	10.0	172.0	166.0	164.0	150.0	172.0	160.0	176.0	153.0	156.0	155.0	151.0	141.0	161.0	2,087.0
2010	20.0	137.0	187.0	174.0	167.0	143.0	180.0	159.0	177.0	156.0	156.0	156.0	151.0	140.0	2,103.0
2011	23.0	109.0	172.0	190.0	173.0	166.0	147.0	173.0	160.0	184.0	152.0	156.0	155.0	151.0	2,111.0
2012	21.0	99.0	155.0	179.0	189.0	180.0	174.0	152.0	171.0	158.0	179.0	157.0	155.0	151.0	2,120.0
2013	18.0	114.0	151.0	152.0	185.0	184.0	188.0	176.0	152.0	178.0	144.0	176.0	146.0	159.0	2,123.0
2014	18.0	99.0	159.0	157.0	157.0	186.0	194.0	193.0	180.0	156.0	176.0	146.0	174.0	147.0	2,142.0

**ADMINISTRATIVE/SUPERVISORY STAFF
2014-2015**

CENTRAL OFFICE ADMINISTRATORS

Superintendent of Schools - Vincent Caputo
Assistant Superintendent of Schools - Richard Cohen
Business Administrator/Board Secretary - Michael A. Harvier

PRINCIPALS

Moss School Gr. PK-K - Richard Cohen
Campbell School Gr. 1-4 - Edward Porowski
Edgar School Gr. 5-8 - Kathryn Glutz
Metuchen High School Gr. 9-12 - Bruce Peragallo

Assistant Principal – Campbell School - Brooke Kirschner
Assistant Principal – Edgar School - Brian Stike
Assistant Principal – Metuchen High School - Susan LaFauci

SUPERVISORS

Supervisor of Special Services - Robert Capra
Supervisor of English and Social Studies - Tiffany Jacobson
Supervisor of Fine & Performing Arts and World Languages - Christine DeSimone
Supervisor of Math & Instructional Technology - Richard Pepe
Supervisor of Science, Practical Arts and Gifted & Talented - Kathleen Henn
Supervisor of Guidance - Tiffany Goodson
Athletic Director/Supervisor of Health & Physical Education - John Cathcart

**DISTRICT CERTIFICATED STAFF
2014-2015**

<i>Kindergarten</i>	<i>FTE*</i>	<i>Regular Program – Grades 9-12</i>	<i>FTE*</i>
Kindergarten	3.0	English	8.0
Art	0.2	Math	6.8
Music	0.2	Science	6.0
P.E.	0.4	Social Studies	6.0
<i>TOTAL</i>	<i>3.8</i>	World Language	5.8
<i>Regular Program Grades 1-5</i>		Business	0.0
Grade 1	7.0	Home Economics	1.0
Grade 2	7.0	Industrial Arts	2.0
Grade 3	7.2	P.E./Health	6.0
Grade 4	7.2	Art	1.4
Unique Learners/G&T	0.4	Music	1.6
Science	0.8	<i>TOTAL</i>	<i>44.6</i>
Computers	0.8	<i>Resource Center/Inclusion</i>	
World Language	0.8	Moss	0.5
Art	1.4	Campbell	9.0
P.E.	2.0	Edgar	10.0
Music	3.2	High School	8.0
Grade 5	8.0	<i>TOTAL</i>	<i>27.5</i>
<i>TOTAL</i>	<i>45.8</i>	<i>Special Ed. (Self-contained)</i>	
<i>Regular Program Grades 6-8</i>		MIPP	2.0
Language Arts	7.0	<i>TOTAL</i>	<i>2.0</i>
Math	4.8	<i>Title I</i>	
Science	5.0	Campbell	0.0
World Language	3.0	<i>Remedial</i>	
Social Studies	5.8	Moss	0.6
Computers	1.4	Campbell	1.2
Construction Projects	1.0	Edgar	2.4
Art	1.2	MHS	2.0
Music	3.0	<i>TOTAL</i>	<i>6.2</i>
P.E./Health	4.0	<i>ESL</i>	
<i>TOTAL</i>	<i>36.2</i>	Moss	0.0
		Campbell	0.6
<i>Media Specialists</i>		Edgar	0.2
Moss	0.2	High School	0.2
Campbell	1.0	<i>TOTAL</i>	<i>1.0</i>
Edgar	1.0	<i>Athletic</i>	
MHS	1.0	Athletic Trainer	1.0
<i>TOTAL</i>	<i>3.2</i>	<i>TOTAL</i>	<i>1.0</i>

*Full-Time Equivalent

DISTRICT CERTIFICATED STAFF (Cont'd)

Nurses	
Moss	1.0
Campbell	1.2
Edgar	1.0
Metuchen High School	1.0
TOTAL	4.2
Guidance	
Edgar	2.0
MHS	3.0
Substance Awareness Coordinator	1.0
TOTAL	6.0
Child Study Team Speech/Language	
Moss	1.0
Campbell	1.0
Edgar	0.0
MHS	0.0
TOTAL	2.0
LDTC	
Moss	1.0
Campbell	1.0
Edgar	1.0
MHS	1.0
TOTAL	4.0
Social Worker	
Moss	0.4
Campbell	0.6
Edgar	0.5
MHS	0.5
TOTAL	2.0
Psychologists	
Moss	0.4
Campbell	0.6
Edgar	0.5
MHS	0.5
TOTAL	2.0
GRAND TOTAL CERTIFICATED STAFF	191.5

*Full-Time Equivalent

**DISTRICT NON-CERTIFICATED STAFF
2014-2015**

Technology	FTE*
Technology Coordinator	1.0
Network Specialist	1.0
Technology Assistant	1.5
TOTAL	3.5
Paraprofessionals	
Moss	7.0
Campbell	18.0
Edgar	12.0
Metuchen High School	5.0
Out of District	1.0
TOTAL	43.0
Secretarial/Clerical	
Moss	1.0
Campbell	2.5
Edgar	2.5
Metuchen High School	4.5
Central Office Secretarial/Clerical/Payroll	7.0
Central Office Transportation	1.0
Special Services Secretarial/Clerical	1.5
TOTAL	20.0
Lunch Aides	
Campbell	3.0
TOTAL	3.0
Bus Aides	
Special Education Students (Out-of-District & In-District)	3.0
TOTAL	3.0
Bus Drivers	3.0
TOTAL	3.0
Custodial/Maintenance	
Moss	3.0
Campbell	6.0
Edgar	7.0
MHS	12.0
Central Office	0.0
TOTAL	28.0
GRAND TOTAL NON-CERTIFICATED STAFF	103.5

*Full-Time Equivalent